DOCUMENT RESUME

ED 311 165 CE 053 009

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TITLE World Perspective Case Descriptions on Educational Programs for Adults: Czechoslovakia.
SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.
PUB DATE Aug 89
NOTE 129p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Adult Education; Case Studies; *Continuing Education Centers; *Cultural Centers; *Cultural Context; *Educational History; Foreign Countries; Higher Education
IDENTIFIERS *Czechoslovakia

ABSTRACT

This document contains two case studies of Czechoslovakian adult education: (1) Czechoslovakian Adult Education (Skoda) and (2) the House of Culture and Its Function in Adult Education (Hartl). Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. About half of the Skoda paper describes the historical and structural setting of adult education in Czechoslovakia. Additional sections describe outcomes (goals and benefits) and process (planning, methods, improvement, and participation). A five-item bibliography is included. Major sections in the Hartl paper describe the structure of Czech adult education, the place of the houses of culture within that structure, and the location, staff, funding, and activities of one particular House of Culture situated in a little town in Central Bohemia. Activities include lectures, courses, excursions, concerts, exhibitions, and film club. Lecturers and organizers, educational methods, and evaluation results are described and conclusions and recommendations provided. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311165

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: CZECHOSLOVAKIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TABLE OF CONTENTS

Preface

Case Descriptions--by Country

Case Descriptions--by Category

Case Coordinators Who Contributed Case Descriptions

Case Study: Czechoslovakian Adult Education

Case Study: House of Culture and Its Function in Adult Education

Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2O/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41D/1-9	Disadvantaged	U.S.A.	YWCA Refugee Program	Linda B. Knox
2J/1-12	Family	AUSTRALIA	Marriage Enrichment	David Kerr
2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
41G/1-13	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
15H/1-17	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
34A/1-19	Literacy	SAUDI ARABIA	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed A. Al Sunbul
36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Heirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
15H/1-17	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
16A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
30E/1-29	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2U/1-5	Professional Tech.	AUSTRALIA	CPE for Veterinarians	D. Bryden
2V/1-17	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*37A/1-8	Professional, Tech.	SWITZERLAND	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
41H/1-28	Professional, Tech.	U.S.A.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
42B/1-9	Professional, Tech.	U.S.S.R.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
15K/1-11	Secondary	GERMANY	Evening High School	H. Taigel
6C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2W/1-27	Workers	AUSTRALIA	Trade Union Postal Courses Scheme	Elizabeth Bluff
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15L/1-11	Workers	GERMANY	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
21C/1-6	Workers	INDIA	National Council for Hotel Management and Catering Technology	R. Jayagopal
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

ARGENTINA	1
AUSTRALIA	2
CAMEROON	4
CANADA	5
CHINA	6
CHILE	7
CZECHOSLOVAKIA	9
FINLAND	13
GERMANY, FR	15
GHANA	16
GREECE	17
HONG KONG	19
HUNGARY	20
INDIA	21
IRELAND	22
ISRAEL	23
ITALY	24
JAPAN	25
KOREA, DPR	26
NETHERLANDS	29
NIGERIA	30
PORTUGAL	33
SAUDI ARABIA	34
ST. LUCIA	35
SWEDEN	36
SWITZERLAND	37
TANZANIA	38
UNITED KINGDOM	40
U.S.A.	41
U.S.S.R.	42
YUGOSLAVIA	45

Update as 8/89

A WORLD PERSPECTIVE
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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2. Check whether this case is based on

( ) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

CZECHOSLOVAKIAN ADULT EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). OVERVIEW; WORKERS; SECONDARY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

MINISTRY OF EDUCATION

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description 1983-87

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A WORLD PERSPECTIVE
CZECHOSLOVAKIA

A. SETTING

The development of adult education in Czechoslovakia was shaped in three basic areas:

1. Adult education in the state school system (school adult education),
2. Education of workers in organizations,
3. Out-of-school adult education.

The oldest form of adult education in the CSSR (Czechoslovakia) is out-of-school adult education. It was introduced in the last century along with the establishment of diverse social organizations. Educational activities in this specific system (subsystem) have a tendency to apply to a growing extent or cyclical and/or continual forms. The participation of each citizen in out-of-school education is voluntary.

The specific system (subsystem) of education of workers in organizations is characterized first of all by the "qualification viewpoint" and by more or less obligatory educational activities.

The school system (subsystem) of adult education has its normatively defined types, forms, objectives and teaching matter content with the chance to obtain a normatively defined level of education and also in innovational and specialization functions, as in the case of post-School Certificate and postgraduate (or post-university degree) study.

The structure of the system of adult education in Czechoslovakia thus consists of three basic specific systems (subsystems, organizational forms, areas), each of which has its own purposes and functions, objectives and contents, specific methods and forms and also organizational and institutional basis.

The subsystem of school education for adults

The development of adult education school forms in Czechoslovakia has its fully concrete historical beginnings dating to the origin of the Czechoslovac republic in 1918. On the basis of the decree issued by the Ministry of Education and Popular Culture the possibility of studying at the secondary evening school was introduced to the extent of 18 hours per week in a five-year period. The participants of this study passed respective examinations, including the leaving examination, as external students at some of the state secondary schools, i.e., the gymnasiums.

Let us quote by way of an example that in Ostrava the study at a secondary evening school was launched at the beginning of the 1920/1921 school year and that 46 employed adult students became enrolled; mostly they were miners, clerks and tradesmen. The school fee amounted to 60,--Czech crowns per month.

The Act No. 63/1978 of the Law Gazette of 21.6.1978 concerning measures to be taken in the system of elementary and secondary schools deals in paragraph 11 with the school for working people. It states:

> The study at the secondary school for working people lasts two years for those who have completed a three-year period of apprenticeship, and three years for those who have completed a two-year period of apprenticeship; it ends with a leaving examination.

The basic function of adult education in the school system is to provide general, polytechnical and vocational education and professional training to acquire a corresponding level of education and qualification.

Social need, the democratization of education and the application of scientific and technical progress in the national economy demand the study for employed persons at secondary and university-level schools. This study forms the basis for lifelong education.

The specific features of adult study at secondary schools

Basic (pre-School Certificate) study while employed at secondary schools: a specific feature of this form of study is to continue to develop evening, shift, distance and external study as the basic forms at grammar schools, secondary vocation and secondary vocational apprentice schools. On the basis of concrete conditions, to gradually introduce combined and correspondence study.

Post-School Certificate study: a specific feature of this form of study is that it provides graduates of secondary vocational schools with a specialization, and/or the innovation of knowledge, graduates of grammar schools with qualifications for a given range of working activities.

The present objectives, conceptions and organization of this kind of study are:

-- To orient post-School Certificate study to help adult learners achieve specialization, innovation and qualifications;
-- To reinforce the close linkage between post-School Certificate study with the needs of practice;
-- To project the completion of post-School Certificate study as a supplementary qualification demand;
-- To extend it by intensive instruction of foreign languages;
-- To elaborate and implement the principles of modernization of study-while-employed;
-- To place greater emphasis on independent work;
-- To draw up study plans as well as textbooks for study-while-employed.

The main principles of further development of adult university-level study

-- To expand the former forms of study (distance, evening, external) by new forms (combined, etc.) that bring the educational process closer to the needs of workplaces;

-- To ensure regular control, to make individual study more intensive;

-- To re-evaluate the system of examinations, to adjust their time schedules;

-- To determine the content of study according to social needs and developmental trends in the individual fields and to make the principles of scientific management and planning of the national economy more pronounced in them.

Among the main functions of university-level schools is postgraduate study, organized for graduates of university-level schools who are already working.

The rapid development of science and technology makes it necessary for university-level educated workers to systematically supplement their knowledge and advance their qualifications. Therefore, it is essential at university-level schools to gradually develop, in cooperation with departments, notably industrial, postgraduate study as a part of the educational system.

Types of postgraduate study:

-- Specialization - Its task is to deepen the specialization and qualifications of university-level graduates;

-- Requalification - Ensuring a change in qualification in a discipline other than the one of the university-level graduate;

-- Innovation - Supplementing the knowledge of university-level graduates by new knowledge.

The cyclical system of postgraduate education gradually develops in such a way that for those who have completed postgraduate courses of a specialization or requalification type, innovation postgraduate courses and seminars are organized in the necessary time cycles. The best elaborated is the cyclical system of postgraduate education in medicine.

The role of the Ministry of Education and of university-level schools in administering postgraduate study will increase.

Organizational structure of the school system of adult education

Ministries of Education of the CSR and SSR

-- Elaborate the basic directions, conceptions and principles set out in the document of the Communist Party of Czechoslovakia, the Federal Government and the national governments, and the generally binding legal regulations for adult education at State schools;
-- Issue methodological instructions and directives on adult education at State schools; unified programmes of adult education in the State school system;
-- Methodologically administer and coordinate the elaboration of concepts, projects, plans and analyses of adult education at State schools; research in this field; the development and utilization of progressive teaching methods and the introduction of modern teaching techniques in adult education at State schools; educational activity in adult education at university-level schools; postgraduate education;
-- Ensure the observance of generally binding legal regulations on adult education at State schools; the exchange of experience on adult education at State schools;
-- Control the level and result and legal regulations in the field of adult education at State schools.

Regional National Committees (educational departments) elaborate, methodologically administer and coordinate, ensure, control the activity in the field of school adult education in the area of their competence.

The Central Institute for the Education of Pedagogical Personnel and the regional pedagogical institutes elaborate plans for and analyses of the education of teachers; methodologically administer and coordinate the education

of teachers and the development of their pedagogical work; ensure the exchange of experience in educating teachers.

University-level schools elaborate plans for and analyses of study-while-employed and postgraduate education; projects for study-while-employed and ensure the personnel, material and financial resources for study-while-employed and postgraduate education; the utilization of progressive teaching methods in adult education by introducing modern teaching techniques.

Secondary schools elaborate plans for and analyses of study-while-employed and post-School Certificate study and ensure personnel and material resources.

The subsystem of education of workers in organizations

The subsystem of education of workers in organizations consists of very differentiated and structures complex of educational activities. The participants are adult workers in organizations of the diverse types (enterprises and factories; institutes, cooperatives, associations, etc.) on all spheres of the national economy and administration.

The purpose of educating workers in organizations is to ensure the optimum harmony between the preparedness of the labour force in an organization and its social activity. This is a dynamic process--quantitatively as well as qualitatively. The qualifications of workers open the way for progress and become the decisive factor in the development of an organization.

The subsystem of education of workers in organizations has qualification, integration and humanization functions. The main objectives of adult education in organizations are a differentiated system of objectives that are societal, specific and individual. The paths to be followed in implementing these objectives are as follows: to adapt the contextual content of the education of workers in organizations to the present and anticipated advances of the scientific and technological revolution in organizations; to spread the progress of a worker from the start of employment until retirement on pension.

9A/7

We can classify participants in education in organizations into three basic professional groups: workers of working class trades; technical-economic and other specialized workers; leading workers on all levels of the management hierarchy (leading workers).

The education and training of workers in organizations is carried out in three basic forms: through instruction; through self-education of workers; during the work process itself.

The basic forms of education of workers in organizations

-- The training of adult workers and the further improvement of their capabilities by initial briefings for all new workers; schooling for the performance of a technologically simple trade; instruction for the performance of simple repetitive work; re-training either for a second or additional trade; specialized training for the acquisition of knowledge and skills to perform work demanding special expertise; supplementary training to supplement knowledge in employing new techniques, technology and the organization of work in the exercise of a profession.

-- Initial controlled practice for graduates of secondary and university-level schools--intended for the extension of knowledge acquired in school by concrete skills and practical experience needed to successfully perform a given job.

-- Training talented young workers to be chosen as future specialists and personnel reserves for leading functions.

-- Preparing personnel reserves for leading functions, intended for a select group of workers who are systematically trained for the exercise of leading functions.

-- Cyclical preparation of leading workers, directed to the systematic raising of qualifications of leading workers.

-- Training and further improvement of the working capabilities of other workers, chiefly technical-economic, i.e., by acquiring political and specialized professional knowledge in conformity with the development of science, technique, technology and economics. Exceptional attention must be paid to raising the qualifications of working women who are looking after their family.

Central federal and national bodies in the sphere of their competence in the hierarchy of administering the education of workers

-- Elaborate basic trends, concepts and principles and the generally binding legal regulations for the education of workers.

-- Issue and draw up methodological instructions, directives and plans for the education of workers.

-- Approve the setting up of educational establishments with department, branch or section competence; projects for courses for selected categories of workers; the requirements and criteria for testing and remunerating the qualifications acquired.

-- Methodologically direct and coordinate the elaboration of concepts, projects, plans for and analyses of the education of workers; research on the education of workers in organizations; the development and utilization of progressive methods of teaching and the introduction of modern teaching techniques in the education of workers; educational activities in educational establishments.

-- Ensure the observance of generally binding legal regulations in the field of the education of workers; the exchange of experience in the field of the education of workers, etc.

-- Control the level and results of the education of workers; the observance of generally binding legal regulations and other standards; the activities of educational establishments.

Educational establishments (institutes, special purpose organizations) with department, branch or section competence:

-- Elaborate proposals for methodological instructions according to instructions from higher bodies; plan the training of leading workers, personnel reserves and specialists; research tasks in the field of the education of workers according to plans approved by higher bodies.

-- Ensure the instruction of leading workers, personnel reserves and specialists falling within their competence.

Medium-range components of administration (Regional National Committees, etc.)

Elaborate, methodologically direct and coordinate, ensure, control the activity in the field of the education of workers in the area of their competence.

Organizations in the framework of their administrative competence to draw up a model system of administration of the education of workers; to introduce comprehensive planning with the following levels: long-term prognosis, general programme, medium-term plan, annual plan for the education of workers; to establish the range and purpose of educational establishments, of departments, branches and enterprises, to issue a model statute and principle for organizational rules; to formulate the principles of administration and coordination of research activities in educational establishments in order to accelerate the transfer of the results of research into practice; to elaborate the principle for the choice, for testing the capabilities and the further education of adult educators (lectures); to introduce control of the level and results of the education

of workers; to apply a relationship between the system of material interest and the system of education of workers for motivation and stimulation towards higher qualifications. In the concrete realization particularly in determining the objectives, contents, forms and methods of instruction and education, it is to take into account especially the range and level of the workers, the singularities and requirements of the educational process and its economy.

(NOTE: As soon as an organization is unable economically to handle the education of its workers, it sets up, with the approval of a superior body, its own educational establishment to which it transfers the corresponding part of its competence.)

The subsystem of out-of-school education

The main educational objectives in the out-of-school subsystem are:

-- To develop out-of-school education in coordination with other spheres and forms of adult education;

-- To build up out-of-school adult education as the systematic expansion of knowledge in all scientific disciplines and to ensure the dynamic character of out-of-school education;

-- To incorporate a number of partners (the network of cultural-educational establishments of the National Committees, social, cooperative and other organizations), particularly the Trade Union Movement, the Socialist Academy, the Czechoslovak Scientific and Technological Society, etc. in the implementation of out-of-school education;

-- To use the latest findings of science in different disciplines in out-of-school education;

-- To proceed from the principle that out-of-school education is a stimulated desire to learn and to develop one's own personality, to develop one's talent and cultivate one's interests;

-- To rely on the fact that out-of-school education draws on knowledge acquired in the family, in school, in social organizations and at work and to deepen the scientific, thematic and contextual diversity of out-of-school education;

-- To regard it also as an effective vehicle for the purposeful utilization of leisure time and to exploit to the maximum audiovisual and other modern means of teaching.

The content of out-of-school adult education has these basic features:

-- To deepen a scientific world-outlook education;

-- In conformity with the socio-political purpose of out-of-school education to dynamically take up topical tasks that form the personalities of the citizens of a socialist society;

-- To clarify the principles of socialist internationalism and socialist patriotism.

-- To effectively explain topical international issues and to explain consciously in a qualified manner the policy of the Communist Party of Czechoslovakia ;

-- To mount broad, topical and well-founded economic information of international economic relations and the economy of the ČSSR;

-- To systematically raise the general and professional education of adults by popularizing the latest findings in all scientific disciplines;

-- To form and develop the skills of citizens, particularly in the sphere of their special-interest activities and to cultivate the aesthetic relations;

-- To explain legal questions and moral standards in civic co-existence and to prepare citizens for active participation in the creation and protection of the environment;

-- To seek specific educational forms for special groups (for persons who have not completed elementary education, for semiliterate citizens and other socially retarded citizens);

-- To mould the social adaptability of citizens and to pay special attention in this regard to improving the conditions for women.

The main forms of out-of-school adult education are:

-- Lectures at which the following combinations are used--lectures with dialogue methods, most often with discussion from the floor;

-- Talks in which chiefly dialogue methods are used;

-- Film evenings, centering around film lectures and special interest educational circles--for instance the arts, photography, philately, astronomy, dancing, modeling, riding, etc.;

-- Evenings of interesting sciences, based on a combination of explanations by one or several lectures with demonstrations and evenings of exchanging experience and of questions and answers, based on previously selected written questions from the floor and evenings with outstanding personalities of science, culture, technology, sport, etc.;

-- Educational courses directed to expanding knowledge and also skills;

-- Tours, outings and excursions, usually with an explanation by a specialist;

-- Radio or television lectures; there are more and more thematically-oriented radio and television schools for adults;

-- The forms of work with books, developed mainly through local and district libraries with a number of specific forms and methods, such as reader's conferences, talks about given books with readers, sometimes with the author present;

-- Special forms of work with adults are provided by some institutions, such as people's observatories, planetariums, zoological gardens, galleries, museums, etc.

Organizational structure of out-of-school adult education

Ministries of Culture of the ČSR and SSR in the area of their competence

-- elaborate basic trends, concepts and principles for out-of-school adult education;

-- issue methodological instructions and directives and methodologically direct and coordinate the elaboration of concepts, plans for and analyses of out-of-school adult education; research in this field; the development and utilization of progressive teaching methods and the introduction of modern teaching techniques; educational activity in out-of-school educational establishments of the Regional and District National Committees;

-- ensure the observance of generally binding legal regulations and the exchange of experience on out-of-school adult education;

-- control the level and results of out-of-school adult education.

Regional and District National committees elaborate, approve, methodologically direct and coordinate, ensure, control the activity in the field of out-of-school adult education in the area of their competence.

Central bodies of the social organizations (the Revolutionary Trade Union MOvement, the Socialist Academy of the ČSSR, the Czechoslovak Scientific and Technical Society and other organizations in the National Front):

-- Elaborate concepts, projects, plans and analyses of out-of-school adult education in conformity with their own purpose and in area of their competence;

-- Issue methodological instructions and directives for lower organizational components;

-- Approve the setting up of educational establishments to fulfill their objectives in lower organizational components;

-- Methodologically direct and coordinate the development and utilization of progressive methods of teaching and the introduction of modern teaching techniques;

-- Ensure the observance of generally binding regulations and the exchange of experience on out-of-school adult education;

-- Control the level and results of out-of-school adult education.

Regional, area or district bodies of social organizations elaborate, approve, methodologically direct and coordinate, ensure and control the activity in the field of out-of-school adult education in the area of their competence.

Czechoslovak film, radio and television in the area of their competence elaborate basic trends, concepts and principles for out-of-school adult education and ensure the activity, research and the exchange of experience and effective cooperation with other bodies engaged in adult education.

The main principles for organizing out-of-school adult education and the development of its institutional bases are:

-- To observe the basic initial principle for out-of-school education, namely, that the decisive role in its administration, in formulating its basic tasks, objectives and contextual trends and its control belongs to the socialist state;

-- To strengthen and institutionalize the position and necessary competence of out-of-school educational councils;

-- To regard as the most outstanding types of facilities for implementation of out-of-school adult education:

a) regional and district cultural centres;

b) educational facilities of organizations in the National Front;

c) scientific-popularization societies;

d) publishers and publishing houses and record companies;

e) club-type cultural-educational facilities;

f) libraries and information centres;

g) museums and galleries;

h) astronomical observatories and planetaria;

i) botanical and zoological gardens.

-- To raise the share and role of mass communication media in out-of-school education;

-- To specify the incorporation of mass communication media in out-of-school education so that radio becomes an active factor in this field and television will ever more actively contribute to disseminating the latest findings in science, technique and the arts on the basis of graphically utilizing a synthesis of sound and picture;

-- Popular-science, short, artistic and educational films will fulfill an important function in out-of-school education.

B. OUTCOMES

1. Goals

The main educational function of the system of adult education is the education of the citizen as a builder of his socialist homeland. Furthermore to explain the rights and duties of citizens in the socialist state system and in this way to increase their responsibility and prepare them for public activity. Together with this component of civic education, the legal education of citizens is also carried out by elucidating questions of civil, family, labour, economic, criminal and constitutional law, the relationship between legal and moral standards.

The purpose of a world-outlook education is to create a conscious relationship of Man to the world, to society, to the collective, to work and to

himself. And acquainting citizens with the results of socialist construction and educating them in the spirit of patriotism and socialist internationalism. To increase the general education of citizens in conformity with the interests of socialist societ and of the individual.

The creation of socialist relations among people by educating relations in living together, at worksites and within the family. Developing an attitude to work particularly by developing work initiatives.

To reinforce aesthetic education by making accessible works of art and by creating an active attitude toward the values of intellectual and material culture.

Leisure time and its utilizing for further education and developing the abilities of citizens, to form a conscious attitude to the creation of a living environment, to man's relation to protecting nature and to active rest after work. To create through physical education the harmonious development of physical and intellectual powers and abilities.

2. Benefits

Particularly during the decade between 1955 and 1965 was an intensive development of the study-while-employed; its peak was reached in the school year 1963-64; at that time there were 91,849 working persons enrolled in the secondary and vocational schools in Czechoslovakia. In the following school year 1964-65, 52,095 working persons were enrolled in the university-level schools.

It can be deduced from statistical data that, for instance, by the university-level study-while-employed the number of workers with university level qualifications increased by about 140,000 between the years 1953-1966.

C. PROCESS

1. Planning

The Decree No. 42 of the ČSSR Government of February 16, 1972, confirms and makes more precise the present structure of administering, planning and organizing the comprehensive system of adult education in Czechoslovakia.

A special position in relation to the adult education is held by the Commission for Adult Education at the Ministry of Education which had a nationwide character until the federal establishment of the ČSSR. Now both national Ministries of Education have their commissions--Commissions for Adult Education of the Ministries of Education of the Czech Socialist Republic / ČSR / and the Slovak Socialist Republik / SSR /.

The above mentioned Commission in the ČSR and in the SSR is an initiative, specialized, advisory and coordination body for principal issues concerning adult education. The Commission is headed by the MInister of Education who is responsible for its activities to the government.

The Commissions elaborate basic trends, conceptions and principles on adult education and furthermore the decisive legal, pedagogical and social standards for adult education.

The Commissions methodologically direct and coordinate the elaboration of aspects, projects, plans and analyses of adult education. At the same time, the work of the Commission is topically linked to the development of research, which has been carried out on the level of both the state research programme and departmental research continuously since 1961.

The Commissions also coordinate the development and utilization of progressive methods of instructing adults and the introduction of modern teaching techniques into adult education; the establishment of the prerequisites for the criteria of teachers of adult educators.

9A/18

The Commissions ensure the exchange of experience in the field of adult education, cooperation in establishing the requirements and criteria for the verification of and remuneration of acquired qualifications; control the level and results of adult education from the viewpoint of fulfillment of educational objectives, content and methods.

The Federal Ministry of Labour and Social Affairs and the Ministries of Labour and Social Affaires of the ČSR and SSR elaborate the requirements and criteria for verifying and assessing the qualifications acquired in the system of adult education; methodologically direct and coordinate the elaboration of plans for and analyses in cooperation with the State Planning Commission (in the field of the education of workers in organization).

2. Methods

The adult educational process is characterized in particular by the following attributes:

-- The content and methods of adult education take into consideration the needs of the working people, their knowledge and experience;
-- It uses to an increased extent activizing methods of instruction, group work, etc.
-- It calls for a high degree of political and professional maturity, a profound knowledge of theory and an ability to combine it with practice.

From the viewpoint of adult education, in the didactic field it is noteworthy that - while in the daytime study of young people one proceeds in the teaching process rather from the theory to the practice - in the case of adult students, who are working, it is often vice versa. For this reason modern teaching methods can be applied here in an ever higher degree, such as the stress laid on differentiated instruction, problem-solving instruction, group work, etc.

It has been proved by experience gained until now that external study is the most exacting form not only in the intellectual sphere, but also in the moral and volitive sphere. On the contrary, the evening form of study makes it possible to regulate the teaching process to a greater extent and to help adults to overcome more effectively different obstacles of study. In Czechoslovakia, the attendance three times per week has more or less become stabilized in the evening form; at the same time, this form stresses to a considerable extent the participant's independent study at home.

The methods of controlling and testing knowledge acquired has been subjected to different partial research surveys in Czechoslovakia. It has become clear, that it is necessary to take into account the specific psychological traits of an adult who is mostly far more responsible in his preparation for examinations but, at the same time, more vulnerable in the case of lesser success or even failure.

The preceding life and work experience makes it possible for an adult to accept the knowledge supplied to him in a more effective way. The elaboration of necessary study materials has to be adapted to this fact, as the specific demands if scientific-informative, psychological, sociological and didactic nature emerge in a marked way.

3. Improvement

The status and importance of postgraduate study will be strengthened by additional social stimuli. The obligatory nature of postgraduate study will, in the future, be solved in such a way that completion of it will be one of the qualifying demands for the exercise of specialized activities, particularly those which already now are predominantly performed by persons fulfilling qualifying demands for a university-level education.

The range of these functions will be established by the departments in cooperation with Federal Ministry of Labour and Social Affaires. The need to

complete postgraduate study will be made obligatory for all persons - also for adult educators - entering particular functions. Persons already discharging these functions will be permitted to complete postgraduate study in a given time at the university.

4. Participation

The students in external and distance courses are granted study leaves in the period of the whole school year including the long vacations - in evening and shift courses only outside the long vacations. As far as they draw their study leaves within three hours per week, they receive a compensation by way of payment of wages. Three off-work days are also granted for the preparation for and passing of examinations on the same payment conditions.

The leaves in the university-level study of those who are employed are principally granted according to respective norms with a compensation by way of payment of wages. Twelve and/or fourteen off-work days are granted for the attendance of lectures, consultations and the study itself; two days - for passing any examination prescribed; five days - for the participation in planned residential study courses and 80 days all together for the preparation for and passing of the state final examination (diploma). The participants in postgraduate study are also granted study leaves with a compensation by way of payment of wages--i.e., in the scope of 75 workdays (maximally) per one school year.

Women who care for at least one child under 15 years of age and study while being employed have, moreover, the right of receiving five other off-workdays within the course of one school year.

D. INPUTS

1. Participants

See B/2; C/4

Studies at secondary schools for the working population, 1975-81

School year	Total number of students	Evening courses	Divided into cycles	Extra-mural courses
1975	4 024	4 024	-----	---
1980	34 754	25 741	8 890	123
1981	31 309	21 943	7 721	1 645

Extra-mural courses at institutions of higher learning, 1960-1980

School year	Total number of students	Proportion of working students
1960	84 040	26 740
1970	131 099	25 465
1980	196 642	45 138

Studies for the working population at secondary vocational schools and at vocational schools, 1970-1980

School year	Total number of students
1970	67 507
1975	94 470
1980	88 168

Individual educational activities of state and non-state organizations (Branches: Philosophy, science and technology, civics, working education and improving general education, aesthetic education, language education, physical training)

Year	Number of actions	Number of participants
1975	150 435	14 954 315
1980	553 963	25 117 691
1983	589 647	27 209 043

NOTE: We use data from the publication issued by UNESCO, "Cultural Policy in Czechoslovakia by M. Simek and J. Dewetter, Second Edition, 1986.

9A/22

The main task in the forthcoming period is to organize adult education so that it is an inseparable part of the societal system and so that adult education must continue to develop with the decisive responsibility of state bodies and institutions and with active collaboration of the trade unions and other social organizations in the National Front.

The main purpose of further adult education is as follows:

-- To respect the singularities of adult education that arise to employ corresponding educational methods and means;

-- To continue contributing to the harmonious development of Man, to improving and transforming his work capabilities to meet needs of society and with a view to the individual interests of citizens.

-- To make the planning, course and control of adult education an integral component part of the system of management planning of the national economy;

-- To develop systematic scientific research on adult education;

-- To regard the person of the educator as the decisive factor for successful educational work among adults;

-- To develop a system of specialist training and the further education of educators, chiefly from the ranks of professionals working in the field;

-- to ensure a system of specialist training and the further education of professional workers in the field of adult education through secondary school, university-level, post-School Certificate and postgraduate study, and/or other forms;

-- To raise the qualifications of workers through adult education is a fundamental duty of State and economic organizations; they must ensure for this purpose the necessary personnel, material and financial conditions.

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9A/24

Note: For: E. Evolution and F. Influence

Distribution: Limited

MAE 117/1983

Original:
Czech

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THE DEVELOPMENT AND PRESENT STATE OF ADULT EDUCATION IN CZECHOSLOVAKIA IN THE EUROPEAN CONTEXT

September 1983

Prague

9A/25

The Development of Adult Education in Czechoslovakia

The period immediately after the World war II in Czechoslovakia was charaterized by the emergence, with improvised and spontaneous active contribution of the broadest strata, of various commissions, associations, councils, committees etc of "popular education" (cf German Volksbildung) apart from the organizationally fixed components of adult education.

As early as the autumn of 1945, a law was promulgated, in the form of Presidential Decree No 130/45 of the Law Digest, on state care for popular education, which defined the position of the councils of popular education; paragraph 8, for instance, stated that workers in popular education obtained scientific and specialized training at university-level schools, where special chairs for popular education were to be set up, and at specialized upper secondary schools of popular education.

From the historical aspect, university-level studies for workers in popular education were the first to be introduced, at the Pedagogical Faculty of Charles University in Prague in 1947, which placed Czechoslovakia among the few countries where university-level training was provided to adult educators.

In the post-war period, educational activities among adults were being increasingly transferred to political parties and their educational establishments, and to various social organizations and institutions. Relatively extensive educational activities were already then pursued by the Revolutionary Trade Union Movement in factories. ~~The development, existing state and prospects of this educational work are the subject of another paper.~~

In the first post-war years, a system of popular schooling was forming, consisting of three parts: schools of popular education of the lowest, higher and highest level; the highest-level schools were called "popular academies".

While the studies of the lower level took place in two semesters, the higher-level training was in four semesters. There were considerable fluctuations in the process of constituting the system of popular education schools. After 1950, the

9A/26

popular academies ceased to exist, with the introduction of new organizational forms of adult education.

The post-war development of the school forms of adult education relied on legislative norms from the time of the First Republic (1918-1938), which formally allowed for extra-mural studies at a state-run secondary school, with the appropriate examinations including the secondary school leaving exam. The development of university-level studies of workers has its beginnings already in 1946, when distance studies for teachers were introduced at university pedagogical faculties then newly established.

In 1948, several laws were promulgated, especially concerning unified school, unified physical education and theatres etc. They became an important support of educational activities among adults. At the Third National Congress of Popular Education in Kroměříž in August 1948, which was attended by delegates of the Government and national corporations and institutions, it was stressed that the system of popular education, including out-of-school adult education, was to become an effective counterpart and complement of the new school system.

Apart from being the subject of the state care for popular education, adult education still is the concern of social organizations, various institutions and corporations, according to their specific orientation. All these activities are headed by the Communist Party of Czechoslovakia as the leading force of society.

With the start of the first five-year economic plan period in 1949, new territorial setuup was introduced. The new division of the country into regions involved major changes which aimed at decentralization in the area of adult education. At the same time, the extensive network of various corporations was transferred to the soil of state-run establishments of popular education.

9A/27

Within a relatively short time, extensive educational work among adults was developed by the Czechoslovak Society for the Dissemination of Political and Scientific Knowledge, created in June 1952 (now the Socialist Academy). That was precisely when other new institutions and establishments of enterprise-based and out-of-school education emerged.

While in the early fifties the first major attempts at developing a theory of adult education became toned down, in the course of the second half of the fifties the explanation of theoretical questions in this sphere was gradually revived. Various theoretical articles and studies started appearing , and it is especially positive that these issues even attracted the interest of university lecturers, who approached them from the positions of their scientific disciplines, and often were the authors of different studies and study materials.

The new law on popular education, which came into force on August 1, 1959, stipulated that the basis for the development of socialist popular education were voluntary initiatives of workers. It defines the organization, management and supervision of popular education and its establishments, thus laying the basis for drafting the statutes of popular education establishments.

In the course of the second half of the fifties, further new organizational forms were emerging and developing in the framework of adult education, in the school and enterprise spheres. The Popular University gained in importance in the field of out-of-school adult education. Popular Academies of Science, Technology and Arts were also created in collaboration with the Czechoslovak Society for the Dissemination of Political and Scientific Knowledge and other organizations and institutions.

The work of this Society in the first stage of its existence can be divided, in thematic terms, into five basic groups: social sciences, natural sciences, technological sciences, agricultural sciences, literature and arts. A total of 19 central sections, as well as district divisions of the Society were set up. In a

relatively short time, the Society concentrated for educational activities a solid selection of members of the working intelligentsia who developed extensive lecturing activities.

A major milestone in the development of the training of workers in popular education was the creation in 1953 of system of specialized secondary schools for popular educators, which thus became consolidated as a component part of the educational system. The Czechoslovak school system was being generally reorganized on the basis of the new School Act of 1953, new specialized secondary schools were being set up, including three schools of popular education, in Prague, Brno and Bratislava.

Of importance for the development of school organizational forms of adult education in general and university-level workers' education in particular was the year of 1952, when the Government of the Czechoslovak Socialist Republic passed a decision on the introduction of on-the-job studies of most university specializations, in the form of evening, distance and extramural courses.

The introduction of the school forms of adult education at various levels and types of the state-controlled school system increased the real possibilities of obtaining higher education and qualifications.

The second half of the fifties was marked with consolidation of the organizational system of on-the-job studies, and methodical issues started coming to the forefront. The demands put on the students were being unified on national scale, the standard of the studies was increasing, and the main components of the teaching process were clearly strengthening. The social importance of the studies was reflected in the sphere of political and economic life, in science and technology, and in the rise of the overall cultural level. The national economic importance of workers' studies lies above all in the increase of the productivity of labour resulting from their higher skills, in the fact that the cost of these studies is only a fragment of that of day-time studies, and the students moreover can

apply their new knowledge immediately in the branches where they work. The worker´ studies also markedly contribute to closer general link of the school with life and production, and moreover enriches the methods and forms of school teaching in general.

In the late fifties, there was a strengthening tendency to elaborate specific study materials, especially-in methodical terms - where it was useful and particularly necessary for the on-the-job students. Starting in the early sixties, problems of adult education were attracting growing interest, which was testified especially by the fact that the state research plan included also a project concerning adult education for employed people ever since it came into effect on January 1,1961.

In the course of a few years, the system of popular universities and academies greatly expanded, and came to represent one of the most widely spread forms of out-of-school education. Their mission was to improve the general education of workers and employees, to propagate the scientific world outlook, deepen specialized knowledge and increase the cultural level.

The managerial organs at the same time emphasized the necessity to create conditions for ever more effective and allround use of people´s leisure time. For example, this particular problem became the focus of scientific theoretical efforts, and in the spring of 1965, at the initiative of UNESCO and in collaboration with it, Czechoslovakia became the venue of conference on "Adult Education and Leisure in Contemporary Europe".

In the sixties, adult education markedly expanded particularly in quantitative terms, with stress being laid on the importance of further systematic development of out-of-school adult education, especially in regard of the necessity to discuss questions of its content orientation as well as its organization and material provisions.

The central authorities intensified their conceptual and control work in the field of adult education , which became better planned and its development prognosticated.

Of extraordinary importance for further improvement of the training of adult education workers was the introduction of a unified system of training adult education workers in March 1962. The unified system was to facilitate coordination and full use of all educational events run by various organizations and institutions. The unified system included secondary and university-level training of adult education workers, ideological, political and specialized further training of professional workers and training of voluntary workers, and last but not least, secondary and university-level training of the future intelligentsia for educational activities among adults.

Intensive development of the studies of employed people took place especially in the first half of the sixties, and reached its quantitative peak in 1963/64, when 91,849 workers studied at Czechoslovak general and vocational secondary schools, and in the following year, 1964/65, a total of 52,095 workers studied at university-level schools. It follows from the statistics that on-the-job university studies resulted in an increase in the number of workers with university-level training in 1953-1966 by about 140,000.

The on-the-job studies must be seen as including also post-secondary and post-graduate studies which were introduced later, while the latter expanded much more comparing with the former.

Employed people mostly study in the form of distance courses, relatively few attend evening courses, and a negligible number choose the extra-mural form.

A special position in relation to on-the-job studies and adult education in general is held by the Commissions for Adult Education at the Ministries of Education of the Czech and the Slovak Socialist Republics (till the federative setup of

Czechoslovakia, there was one Commission for Adult Education with national competence). The commissions are expert organs which take initiatives and provide guidance in essential questions of adult education. They are headed by the Ministers of Education who are accountable for their work to the Government. In terms of content, the activities of the commissions also involve development of research in adult education, which has been conducted continuously since 1961 within the state programme of research as well as at branch level.

Enterprise-based education follows up the attained school education, and its purpose is to expand and deepen the attained qualifications. Many of its types have become extinct in the course of development, e g the Enterprise Technological School, the Enterprise Institute and the Factory School of Labour. The type of the secondary school for workers, on the other hand, proved good.

The government resolution of July 1966 on enterprise-based education of workers distinguishes three kinds of enterprise education: the education of apprentices, of workmen, and of technical staff. Branch systems of workers' education were created on the basis of this resolution, in accordance with the specific needs and conditions of every branch.

The Federal Assembly of the Czechoslovak Socialist Republic passed on June 21, 1978 Constitutional Act No 62/1978 of the Law Digest which stipulates that the right to education free of charge is secured through the system of primary, secondary and university-level schools. Further and deeper education can be obtained through on-the-job studies and free specialized training in enterprises, farming cooperatives, as well as through the cultural and educational activities of the State and social organizations.

Provisions concerning the system of primary and secondary schools are contained in Act No 63/1978 of the Law Digest of June 21, 1978.

At present the state system of adult education provides general, polytechnical and specialized education and vocational training. On-the-job studies can be pursued at secondary vocational training centres, secondary schools of general education,
and university-level schools, where the existing forms of studies (distance, evening and extra-mural) are being expanded by new forms (combined etc).

Post-secondary studies are oriented on specialization, innovation and qualification forms. Post-graduate university studies follow up first-degree university studies and have the nature of specialization, innovation or re-training. The kinds and extent of these studies - which represent a higher degree of university training - are determined in accordance with the needs of social development. This also corresponds with the introduction of branches of post-graduate studies, while further ones are gradually becoming compulsory.

In the education of workers in organizations, the content is being adapted to the anticipated scientific-technological development, and within its framework a workers' development is divided into the stage of initial practice and the stage of political and vocational advancement. Consequently this education is divided into a series of component parts, and comprehensive planning in this area is done in different lengths of time (degrees), from long-term prognostication down to annual plans of activities for particular educational establishments.

The specific traits of the out-of-school adult education in the frame of the forming system of lifelong education is influenced especially by its voluntary and democratic character. The forms of out-of-school education are designed for all age, social, nationality and vocational groups of the Czechoslovak population. The orientation of the content and application of methodical principles in the area of adult education are considerably varied. For the future it is envisaged that the

institutional character of these activities will be strengthened, and the share and role of the mass media, controlled by the Ministries of Education and Cultre of the Czech and the Slovak Republics and by national committees will be raised at the same time.

The development of adult education was thus shaped in the past historical period in three basic areas:

1. adult education in the state school system (school adult education),
2. education of workers in organizations (enterprise-based education),
3. out-of-school adult education.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name PAVEL HARTL Phone number 675-50/9

   Organization CHARLES UNIVERSITY - DEPT. OF ADULT EDUCATON

   Street Address CELETNA 20

   City or Town PRAGUE 110 00 State or Province _____

   Nation CZECHOSLOVAKIA

2. Check whether this case is based on

   ( ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   HOUSE OF CULTURE + ITS FUNKTION IN ADULT EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   STATE

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

9B/1

THE HOUSE OF CULTURE AND ITS FUNCTION IN ADULT EDUCATION - A CASE STUDY

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Introduction

There is a tradition in Czechoslovakia that education is devided into three spheres:

- education at schools that covers the whole system from kindergartens to Universities, including postgraduate courses. All schools are state, there are not any private, religious or other schools;
- education in organizations /factories, offices, research and other institutes, business firms, etc./;
- other education. As houses of culture are included here, we will specify this sphere more closely. This sphere has the broadest educational variety. On the one hand, there are all sorts of voluntary clubs and associations, gathering people interested in many various hobbies /from modellers, fishermen, voluntary firemen, bee-keepers and stamp-collectors to mountineers and hikers/, education in other national organizations, such as trade union, political parties. On the other hand, there are three institutions fully financed and controlled by the state system: the Socialist Academy /institution organizing individual lectures and lecture courses on all sort of topics that people are interested in - health, technology, art, history, etc./; libraries /public ones, as well as specilized ones/; and houses of culture.

As for the teritorial spread, the board offices of the three organizations are in the capitals /Prague, Bratislava/, the branches

9B/2

are in all district towns, the houses of culture are not only in district towns, but in all little towns as well and often also in villages. The libraries are in all little towns, villages and even in separate localities, sometimes organized as bus-libraries.

Location

The further description is about the House of Culture in a little Bohemian town. The town is situated in Central Bohemia and has 8.000 inhabitants. Majority of people work in the town, where there are three little factories, some agriculture and services. Several hundred people comute to the district town /half an hour by bus/ and several dozens comute to the capital /an hour by bus/. The town is surrounded by woods and there are hundreds of summer houses and cottages.

In addition to the House of Culture, there are the Library, Cinema, Summer Cinema, Music School, Concert Hall in the Castle, Sport Hall /also used for rock and other concerts/, sport clubs, several football playgrounds, tennis courts and other playgrounds, etc.

The House of Culture is situated in a well-reconstructed historical building. On the ground floor, there is a corridor, cloac rooms, a concert hall for about 200 seats and two club-rooms. On the first floor, there are office rooms for staff and lecturers, an exhibition hall and two classrooms.

The Staff

There are 10 full-time employees; the director is picked out by the Town Council; at present it is a woman aged 42, she had attended four-year secondary school for librarians /there is not

98/3

a requirement of university education for the director position/, she worked as a librarian and a chief-librarian of a public library in the district town.

There are two deputies - one for culture and education activities, one for economy. The culture deputy is a leader of a small team consisting of a specialist in education and teaching methods, an art editor and an editor. The deputy for economy directs work of a cashier, a serviceman and two cleaners.

The director is a member of the Town Council and she plans culture goals and education tasks in the town and surrounded villages; in some ways she is responsible for creating possibilities for useful passing of leisure time of youth and adults. Similar responsibilities lie on sport and hobby clubs, but they work separately. The headmasters and school teachers /there are two basic schools for 6-14 year-olds, 5 apprentice schools and a grammar school/ cooperate, but have not the direct duty to take care of their pupils' free time.

The director is also a representative for dealing with the Ministry of Culture and other culture organizations, agencies etc. and she is responsible for the results of all activities organized by the House of Culture.

The culture and education deputy is a manager who ensures concrete running of the House, is in contact with inhabitants, seeks for their needs and wishes, his job is a sociological work in some ways.

The specialist in education and teaching methods ensures concretely the running of the courses, dealing with the lecturers, checking their results, he is in charge of the technical means helping in the teaching process /if there are any/. He himself is a leader of a theatre group.

9B/4

The art editor is in charge of publicity and advertising, installing of exhibitions and is responsible for the Town Newsletter and other printed material.

The editor is in charge of the monthly Newsletter and other occasional materials and of the information service through town radio broadcasting etc.

The deputy for economy is responsible for all the House´s financials, signs all financial contracts between the House and the agencies and other organizations and ensures the service demanded by the groups, needed at cultural programmes etc., including ensurance of the participants of dancing courses and so on.

The cashier is responsible for all cash, i.e. the salaries for the staff and part-time lecturers, incomes and expenditures.

The serviceman is in charge of maintenance of the building and equipments, central heating and a car service.

Of course there is a group of part-time lecturers. Their number is from 5 - 10. They are hired at the basis of a contract according to the needs of the House and its programme.

Salaries of the staff and lecturers /1800-2400 per month/ are under the state average /3.000 per m./. They must be great enthusiasts for their job.

Financials

The House is fully financed from the State Budget and it is strictly decided beforehand, how much money is used for which purpose /including the incomes of the staff and lecturers/.

On the other hand, the House has its profits as well. Not for lectures that are free. There are course fees, but very low and the House´s expenditures are bigger than the gains. With the excursions, the income and the expenditures are fifty - fifty.

98/5

But the pop concerts, discos and TV stars' shows are very profitable.

The profits come to half of the emount that is given to the House from the State Budget, but they cannot use this money and must hand it fully to the State.

The primery idea was that the houses of culture do not only try to make money in the easiest way, but provide educational and valuable cultural programmes. As we will see later in this paper, it does not really work satisfactorily and this policy is going to be changed.

Activities and their Participants

The House of Culture gives reports on its activities regularly twice a year, about periods: July - December, January - June. We shall write about the activities taking place from January to June 1988.

L e c t u r e s

There were six lectures, one each month, and their topics were as follows:

How to be a good husband and wife and a good parent
Prevention of unintentional pregnancies
Mother and her child
Hygiene of women
Dangeres of smoking
Alcohol and drug addictions

The number of participants was from 70 /smoking/ to 110 /alcohol/. The lecturers were doctors from the local health centre, the participants were local citizens from about 16 to the highest age.

9D/6

C o u r s e s

Two language courses /German, English/ in five different classes and two levels /beginners, advanced/, with 50 participants alltogether.

A course of typewriting for 10 participants.

Dancing lessons for youth of 16-19 years of age; about 85 boys and 80 girls.

There is also a photograph course and a theatre group. There seemed to be some problems in the theatre work, as they had no performance in the described period.

E x c u r s i o n s

They are organized in two forms:
- excursions to cultural programmes to the district town and the capital - in the followed up period there were two of them; with 195 participants;
- tourist excursions - there were two sightseeing trips to GDR and one to Moravia, with 140 participants alltogether.

C o n c e r t s

Concerts of classical music are organized in the town. The musicians came from the capital and played in a lovely castle hall. Eight concerts took place in the described period, with the audience of 437.

Other concerts - that is rock and pop music, often combined with a speaker´s commentary or an actor´s performance. There were eight of them, with the audience of a 1.000 people. These programmes are highly popular, especially because of the fact that the actors and musicians are often known to people from TV.

98/7

E x h i b i t i o n s

In the followed up period two exhibitions of paintings were organized. They were installed in the exhibition hall of the House of Culture. One of them, the paintings inspired by the surrounding landscape, was popular.

Another exhibition had a political topic - the 40th anniversary of the 1948 victory of socialism and was organized in the Council Hall.

F i l m c l u b

There is a film performance once in a month. The films are famous examples from the history of the world cinema, accompanied by short lectures. The average audience is about 40 people.

O t h e r e v e n t s

The House of Culture organized two balls, an evening with a famous writer from the capital, a steamboat trip with music and dancing. They also organized many programmes and events for children and youth /6-18/: they organize many competitions in solo and chorus singing, solo and group recitation and playing the musical instruments in schools in the town and surrounded villages. For the youth they organize discothèques and dance afternoons, as well as monthly educational concerts of classical music /profesional musicians with a special speaker´s commentary/ and monthly literary programmes /an actor reading poetry and fiction and making his/her comments/.

<u>Lecturers and Organizers</u>

Success of every event depends dfeply on its lecturer or organizer. It is especially well seen on the examples of the programmes of TV actors and the lectures given by doctors, popular

98/8

among local people.

The organizers are aware of the fact that classical music is not so popular and they decided to attract people by the atmosphere at the historical castle, which proved to be a good idea and the concerts are attended by a regular circle of people.

In some cases, a topic of a lecture can attract a great number of people. But it is rearly the case. Even here, the personality and popularity of the lecturer seems to be more important than the item itself.

Among our group of 20 members of professional staff and part-time lecturers and organizers, there are people from 22 to 75 years of age. There are also great differences among them as far as their teaching education is concerned. They are usually well-educated specialists in the concerned field, but they hardly ever have any special education for teachers. If anything, they have attended a teaching course organized for the staff of houses of culture.

We believe that if these enthusiastic people had detail knowledge about education, their results would be better. One argument is given in the following paragraph.

M e t h o d s

As for educational technology used in the House of Culture, it is practically just one: a lecture. It is used at all occassions. Medical lectures, language teaching, film club lucture, even at educational concerts for youth and at the openings of exhibitions. The only influence of any technique are represented by occassional documentary photographs or slides /medical lectures/. Language teachers use ordinary school text-books and ask the pupils to write their homework.

All of this, together with sitting in rows of school desks,

belongs to the range of traditional scholary system.

Results

For evaluating the work of the House we used three sources of information:

Public opinion

We used public inquiry of 100 random citizens, aged 14 - 70 years, half men, half women. The questions were:
- Are you satisfied with the work of the House of Culture?
- Which event did you like best, if you have visited any in the last six months?
- What sort of new course would you like to attend?

The first question was answered in positive by 86 % of respondents.

As for the second question, only 36 persons /36 %/ attended any programme in the period. Among those 36 /= 100 %/ the most popular was a show of a TV star - he was prefered by 31 %. Then it was the exhibition of the paintings inspired by the local landscape - 22 %, and discos - 14 %.

As for the third question - 64 % /out of all those hundred people/ of the respondents did not express any wishes, among the rest of inquired people there was a very wide variety of wishes. These repeated at least three times: cosmetics, woodcraft, ikebana, bridge.

Town Council representatives

The second source of our information came from the Town Council. They fully appreciated the work of the House. Their only wish was to have more good programmes for teenagers and youth.

9B/10

The House of Culture staff

The general satisfaction with the results of the House was mostly expressed by the leaders of the House, the executive staff was much less satisfied. They complained about not enough money /both for themselves and for the courses and programmes/, a lot of reports they have to write, the long process of approving of every single programme /must come through dozens of hands in the district town and very often even in the capital city/; the dealing with agencies is also difficult for them.

Conclusions

No doubt the House of Culture we were talking about is a centre that is very important for creating of the culture atmosphere of the town and its surroundings.

In the six followed up months, 9.326 participants took part in the events organized by the House, nearly the number of inhabitants of the town and surrounded villages.

But, according to our inquiry, only a third of inhabitants took part in those events. More over, most of them only visited light entertainment programmes and just about 1 % of inhabitants of the town attended the educational courses for adults. And there is no other organization /not even schools/ providing any adult courses. The occassional educational lectures organized by the House were visited by 5 % of citizens.

We believe adult education provided by the House might be improved in several ways:

The lecturers should master progressive, active teaching methods and techniques and realize the courses in an attractive way. Then they should be able to find hidden interests and open new and new

98/11

courses and involve people in them and keep them in the learning process, thus helping them to find their potentialities in the intelectual, art and handiwork skills.

But the lecturers would have to be strongly motivated to undertake such an effort and leave their routine lecture-like methods in the used courses. They would have to get more money each time they improved their qualification and engage themselves in a new, successful course.

The House should not have a stable emount of support-money. It should vary according to educational results. They should also have rights to decide how to use the money earned by the House activities.

We think the first thing that would probably do the properly qualified lecturers is to get rid of the school desks and buy comfortable armchairs to be used for the education of adults.

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98/12

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.